Full Length Research Paper

Development of leadership and the empowerment of employees

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When managers show their individual commitment to quality service, frontline hotel personnel follow them. Managers who reveal an empowering leadership style and are dedicated to service quality establish an environment, which leads staffs to share the values within an organization. Some researchers describe empowerment as a way of experiencing self-efficacy by the employee via conditions, which foster powerlessness and via their removal by both informal techniques and formal organizational practices. This study is intended to show the effects of different leadership styles on different managerial levels. It incorporates the information obtained from the study carried in 10 nations; 5 developed and 5 developing countries.

Key Words: Leadership development, empowerment, managerial levels, developed nations, developing nations.

INTRODUCTION TO LEADERSHIP

Volumes of literature exist on the concept of leadership, which are defined in a variety of ways. Lohmann (1992) defined leadership as the creation of a vision, developing the climate of trust within organizational settings aimed at empowering others. According to Northouse 2004, leadership refers to the process whereby individuals influence groups of individuals to achieve a shared goal or the outcomes that are commonly desired. For organizations to be in strategic positions and competitive,

they must have leaders at various levels and departments. The current global marketplace is dominated by the practices aimed at pleasing the customers and making profits or incomes, which are the primary functionalities of agility and fast thinking (Yukl, 2002). As Level and Field asserted, the only differentiator was the quality and speed of action, and the only way to enhance quality and speed was to have able, strong and competent leaders in the organizational settings prepared

to make smart decisions and working towards the implement them efficiently at all levels (In Owen, 2015).

Malhorta, (2014) also described leadership as a field that is riddled with paradoxes, contradictions and inconsistencies. However, according to Yukl, leadership as being in a state of ferment and confusion as the most theories is beset with the conceptual weaknesses and a considerable level of strong empirical support. Fleishman et al. (1991) consequently developed the taxonomy of the descriptive leader behaviors from the 65 authors that provided systematic defi0-nitions of leadership behaviors that should be used in the design of appropriate leadership development interventions. Notably, various approaches to leadership were identified from this study and included the power influence, managerial behavior approach, trait approach, the contingency theory, situational approach and leadership and the leader member exchange.

It, therefore, becomes evident that the key influencers for the effectiveness of the organization are the leadership and employee empowerment. In reality, the leadership style extensively influences the commitment and dedications. For instance, service-based work has today become a game played by individuals and businesses. According to Yukl (2002), the world of business has become so competitive and has compelled organizations to be innovative in providing their services. Being innovative in serving customers has become a critical growth factor for organizations. Success now relies greatly on an organization's ability to establish knowledge bases as well as use interpersonal skills, which facilitates the performance of the employees and consequently retaining the customers (Malhorta, 2014). The managerial skills that the leaders should continue to develop are creativity, team orientation, listening skills and recognition of the employees. Consequently, leaders have the responsibility of ensuring that the reward systems as empowerment tools is reliable, time-tested and offers the opportunity for highlighting important rooms for the performance of the employees (In Owen, 2015).

Leadership Styles and Skills

Effective leadership styles and skills influence employees' empowerment and consequently motivations.
Mehta et al. (2003) in their research on motivation, empowerment, and performance, for example, elicited that different leadership styles and skills substantially influenced empowerment. Different definitions of leadership styles have been derived from various definitions of the leadership. Stogdill (1974) indeed found that a leadership style refers to a method and the capability that is aimed at achieving organizational targets and further influences all the activities (Malhorta,

2014).

According to Fiedler (1967), leadership styles are a type of relationships whereby an individual utilizes his rights and techniques to influence many employees to work together in pursuit of a common goal. In an attempt to subject the leadership styles to a deeper inspection and interpretation, various groups of theories have been developed. These ideas have put more emphasis on different leadership styles (Bass & Avolio, 1999). The form of an individual is being established and based on the combinations of the beliefs, skills, values as well as the culture and norms of the organizations (Yukl, 2002). Some of the leadership styles that are present include:

According to Bass & Avolio (1999), Directive leadership is defined as addressing the subordinates about what they are expected to do, how to do it, when it is to be done and how their work fits with the work or tasks of other workers.

Various studies have described the directive leadership style as autocratic, task-oriented, persuasive and manipulative (e.g. Yukl, 2002). Despite the fact that this leadership style can be effective in the communication of a clear and concise vision and the goals of an organization, it is transformational especially through coercion (Hart & Waisman, 2003).

Transformational leaders do more with followers, and they provide a vision and a sense of mission and gain respect and trust through charisma, as opposed to a simple exchange and agreement (Lawson, 2008). On a broader perspective, transformational leadership involves engaging and motivating association between leader and subordinates that allows subordinates to critically assess the current assumptions and stimulate them to think beyond new ways (Krishnan, 2012) and causes subordinates to contribute their gratitude, devotion, compliance and trust to their leaders and to allocate jobs without any querying (Yukl, 2002). Contrary to the directive leadership, the participative leadership style entails discussing with the subordinates and after that taking into considerations of their recommendations and ideas. In a closer look, this leadership style is linked to delegation, agreement, consultation and the participation. Empowermentive leadership (sometimes referred to as delegative) is another type of leadership style that allows a group of individuals to designate the decisions making (Lawson, 2008). In this kind of leadership style, the power and accountability are divided with workers and managers become entrusted while the barriers to the performance are eliminated rendering the managers to perform as the trainers (Lawson, 2008).

The transactional leadership deals with the discussion between the leaders and their subordinates. Naidu and Van der Walt (2005) showed that a transactional leadership style is a leader-follower interchange centered leadership in which leader switch rewards or penalty with

the follower for the job done, and in repaying awaits efficiency, determinations and allegiance from the employee (In Owen, 2015). Laissez-faire leadership is a passive kind of leadership style and involves not caring about the issues of others thus there is no relationship exchange between the leader and the follower. Conceivably, it offers a representation of the non-transactional kinds of leadership styles whereby necessary decisions are not made, actions delayed, leadership responsibility ignored and the authorities unused (Baker & Marjerison, 2000). Recent research have shown that there are three main key variables in the leadership theories that influence the styles of the leadership and includes the characteristics of the leader, characteristics of the follower and the situational characteristics. These elements are mutually independent. It means that leadership substantially affected by the ability and the inability of the leader, who has the appropriate knowledge, skills and the personality and by the ability or inability of the followers.

TYPES OF MANAGERS

Managerial functions are performed by individuals who manage any kind of the organized activities. According to Rath & Conchie (2009), managers can be defined as someone whose primary activities are part of the management process and are involved organizes, leads and controls the financial, human, physical and informational resources within an organization. It is worth to note that the success or failure of an organization entirely is highly dependent on the ability of its managers to perform these tasks efficiently. Managers are classified depending on the level of management which may fall within the top management, middle or the first-line management (Baker & Marjerison, 2000).

The senior managers handle the overall direction and operations of an organization. On a broader perspective, they handle setting the organizational goals and the definition of the strategies for achieving these objectives. The middle-level management handles business units and departments. Their responsibility includes the translation of the executive orders into the operation, planning for implementations and directing exercising the supervisory roles on the first-level management (Baker & Marjerison, 2000). First-Line Management managers are directly responsible for the production of goods and services within an organization (Erkutlu, 2008). Additionally, they are involved in the directing non-supervisory roles employees and include supervisors, office managers, and the section chiefs.

Relationship Between Leadership Development and Managerial Levels

Leadership development and different administrative levels are substantially linked to each other. McCauley et al. (1998) defined organizational leadership development as the expansion of a person's capacity to be effective in leadership roles and processes. Asserted differently by Baker & Marjerison (2000), managerial leadership development is every form of growth or stage of development in the life-cycle that promotes and enhances the knowledge expansion. It also integrates the experiences required to optimize one's leadership potential and performance. Lynham (2000) indicated that managerial leadership development involved a career of an individual throughout their lifetime and was often confused with leadership education, a short-term developmental event. Also, Yukl, (2002), believed that the distinction between leadership education, leadership training, and managerial leadership development was often blurred.

Based on different managerial levels, leadership development are categorized into four groups namely: the leadership training through personal growth, leadership development through conceptual understanding, leadership development through feedback and through building of skills that focuses on the key leadership competencies that are teachable. Many managers work in an organization (Erkutlu, 2008). However, managers do not work at the same level as they work in different positions called the levels of management. There are three levels of management and include administrative or top level, Executive or Middle level of control and the Supervisory or the lower level of management (Gerhardt & Piper, 2008).

The top level management consists of the Board of Directors and the Chief Executive Officer. The roles of the top level management are to determine the objectives, policies and the plans of the organizations. They also have the responsibility of mobilizing the resources to achieve the goals of an organization. Since managers in this managerial level have complete authority and accountability, they require leadership development to rule effectively over their juniors Bruch et al. (2006). Leadership development, in this case, should involve the initiatives aimed at equipping the top level managers with skills and leadership knowledge to exercise effective leadership. The training forms an integral part in the development of top management. It focuses on three areas including improving a leader's knowledge, skills, and attitudes and training in success and effectiveness as a leader (Erkutlu, 2008).

The middle-level management consists of departmental heads, branch managers, and the junior officers. The departmental heads include the finance, and purchase managers among others. The branch managers are the

heads of a department or local units. Consequently, the junior executives are assistant finance and purchase managers among other (Bernoff, & Schadler, 2010). Notably, they have a broad range of responsibility including offering the appropriate recommendations and advice to the administrative directors (Bruch et al. 2006). Additionally, they are involved in the execution of the policies and plans made by the top level managers. Nevertheless, they are participating in the coordination of the activities of all the departments within an organization. A closer look at all these rules shows that they are inseparable with the leadership development (Wang, 2014). Evidently, this group of managers requires appropriate training and development through job experiences such as on-the-job training, job performance, evaluations and the feedback programs. Additionally, the participation in individual projects or tasks, coaching, mentoring, job rotations and succession planning are also significant (Bruch et al. 2006).

The lower level management consists of the Foremen and the supervisors selected by the middle-level management. This managerial level is also termed as the operative supervisory level or First line of the control (In Owen, 2015). They have varied responsibilities and include directing the employees through the effective development of the staff morale. Secondly, they maintain the links between workers and the middle-level management (Bruch et al. 2006). Nevertheless, they have limited authority but responsible for getting the work done by their juniors. Since this managerial level is directly responsible the work done by the employees within the organization, they require effective leadership skills and knowledge which can be developed through training, mentoring, and coaching (In Owen, 2015). All this initiatives are focused on instilling organizational values that promote leadership, and strategic interventions that foster dialog and effect change throughout an organization (Erkutlu, 2008).

Comparison between the leadership development in developed and developing countries

The aim of this study was to show the effects of different leadership styles and skills on different managerial levels in various nations, both developed and developing. A total of 10 countries; 5 developed and 5 developing were incorporated in this study and aided in the collection of the relevant qualitative information and data. Leadership development refers to any activity that aims at enhancing the quality of leadership within an individual or organizations. Although recent research has expressed some universality in the definition of leadership development, others have offered distinct description. For example managerial leadership development as the expansion of a person's capacity to be effective in

leadership roles and processes (Bruch et al. 2006 Lynham (2000) indicated that managerial leadership development involved an individual's career throughout their lifetime A closer look at the development of leadership reveals a considerable existence indifference from developed and developing nations. In developed nations, the success of leadership developments efforts are linked to three variables including individual characteristics, the quality and the nature of the leadership programs and the genuine support for the change of behavior from the leaders' supervisors (Wang, 2014).

About this, leadership development in developed nations occurs successfully when the design of the programs integrates arrange of developmental expertise over a set period for example within six to twelve months (Wang, 2014). Notably, these experiences may consist of 360-degree feedback, experiential classroom styles programs, executive coaching, mentoring and journaling. Some of the concepts of leadership development that one may find in developed nations include the experiential learning, self-efficacy, visioning and attitude change or transformation (MacPhee & Bouthillette, 2008). The programs of leadership development in advanced countries are based on the belief that leadership can also be developed for strengthening the connections between, and alignment of individuals' and organizational efforts to influence the operations of an organization. An in-depth assessment of the American leadership development state was provided by Conger and Benjamin. They included the three approaches to leadership education namely individual skill development, and instilling the values of an organization aimed at leadership enhancement. Nevertheless, it also encompassed strategic interventions that promote dialog and change of effects throughout an organizational setting (Wang, 2014).

According to In Owen (2015), the concepts of leadership development differ substantially in the developing nations. First, it is focused on challenging experiences are the instruments for development. Second, the expertises that are most significant are a function of the business strategy and organizational values. Conceivably, the people who should get the experiences are those who are best able to learn from them. Nevertheless, the leadership development in developing nations incorporates assessment, challenge and support in making the developmental experiences more meaningful (MacPhee & Bouthillette, 2008). The definition of leadership development and skills is therefore expanded to include a full range of experiences such as developmental relationships, on the job expertise, and skill-based training. It is further believed that on-job experiences offer the skills for successful business leaders to maximize the skill development potentials (MacPhee & Bouthillette, 2008). On-the-job

development is widely recognized as a critical method although it has not received much research attention like in the developed nations.

The Proposed Leadership Development Model And Its Effects On Different Managerial Levels

The study adopted the Social Change Model of leadership development (MacPhee & Bouthillette, 2008). This model offers the opportunity to leaders who may not hold traditional roles of leadership, but rather yearn to make positive changes. This model contains the concept that leadership is a process and works towards enhancing the trainers' learning and development more specifically to develop leadership competence and the self-knowledge. It also aims at facilitating the social changes within organizations or communities (MacPhee & Bouthillette, 2008).

This model substantial embedded the concept of leadership development in collaboration and concerned with promoting positive social change, and thus examines leadership from three broad perspectives (Gerhardt & Piper, 2008). These include individual, the group, and the community or society (Rath & Conchie, 2009). It becomes evident that the application of this model to initiate leadership development in different managerial levels has profound impacts on the performance of the managers within those particular administrative levels. For instance, when a manager or a supervisor uses the directive type of leadership style, the use of Social Change model to instill effective leadership styles into him/her may promote social change (Rath & Conchie, 2009). The study has revealed that for there has to be an impact at the organizational level, there has to have been consequences at the individual managerial level. A positive result of engagement with the leadership development is seen to manifest itself in the change in the culture and the individual behavior of an individual (MacPhee & Bouthillette, 2008). The effects can be broadly categorized as:

i. *Increase in confidence*

Leadership development through training fosters confidence within individual and in their workplaces (Beebe et al. 2004). The administrative managers may have the confidence to determine the objectives, policies and the plans of their organizations. They may also have the trust of mobilizing the resources to achieve the goals of an organization. Also, the middle and the first line management may also have the confidence to exercise limited authority but responsible for getting the work done by their juniors (Bass & Avolio, 1999).

ii. *Increase in teamwork and collaboration*

Teamwork and collaboration are integral to the success of an organization (Beebe et al. 2004). Collaboration instills motivations within a workplace as through leadership development, their leaders may motivate workers. Another effect of this model is the increase in individual responsibility and awareness of their roles. Managers have different responsibilities depending on their managerial levels (MacPhee & Bouthillette, 2008). The Social change Model of leadership development allows the managers, supervisors and another executive to work towards enhancing the trainers' learning and development more specifically to develop leadership competence and the self-knowledge (Bass & Avolio, 1999).

CONCLUSION

It becomes evident that leadership development forms integral part in the success of the organization as efficient leadership style extensively influences the commitment and dedications. The success of the companies now relies greatly on an organization's ability to establish knowledge bases as well as use interpersonal skills, which facilitates the performance of the employees and consequently retaining the customers. The managerial skills that the leaders should continue to develop are creativity, team orientation, listening skills, and recognition of the employees. Further, it is worth to note that managerial leadership development in advanced nations is relatively better developed compared to developing countries. Similarly, a leadership style refers to a method and the capability that is aimed at achieving organizational targets and further influences all the activities. It determines the level of motivations and empowerment of the junior employees.

RECOMMENDATION

This study recommends the use of Social Model for Change, which offers the opportunity to leaders who do not hold traditional roles of leadership, but rather yearn to make positive changes. As a result, attitude change and skills adoption may propel managers to adopt other leadership styles such as directive, empowering, transactional, and transitional depending on the objectives of the organization.

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